

Governor's Advisory Council on English Learners (GACEL)

GACEL Committee Form

Committee Name: Goal 1: Engage every English Learner in high quality instruction and assessment designed to meet individual needs	
Committee Members Present: Bridget Amory, Steve Amendum, Ana Viscarra Gikas, Terri Sharpe, Lyndsey Gerstle, Kelly Hageman, Jose Avilies, Maria Paxon	
Unable to Attend: Carol Beck, Margie Lopez-Waite, Emily Edmonds-Eveland, Krissy Jennette	
Focus Objective(s): Sub-committee members will: <ul style="list-style-type: none">● Have a shared understanding of Goal 1, including each objective and corresponding strategies;● Share current resources related to Goal 1 objectives and strategies; and● Consider resources and processes to address Goal 1 objectives and strategies.	Focus Strategy(s): Sub-committee members will meet to engage in : <ul style="list-style-type: none">● Discussion around Goal 1, each objective, and the corresponding strategies;● Brainstorm existing resources related to Goal 1 objectives and strategies;● Brainstorm resources and processes that can be used to address Goal 1 objectives and strategies;● Discussion to prioritize ideas for Year 1, and consider which ideas should be addressed in later years.

Action Steps to Achieve the Objective/Strategy(s):

- The Goal 1 subcommittee met on November 13, 2018 and discussed Goal 1 objectives and strategies from the EL Strategic Plan 2022. The subcommittee will meet again in 2019 to develop additional ideas and recommendations for 2019 related to Goal 1 objectives and strategies.

Time Frame to Achieve the Objective/Strategy(s):

- The time frame for achieving the objectives/strategies is ongoing and has not been fully developed. The first meeting was held on November 13, 2018. Subsequent meetings will address more specific objectives/strategies.

GACEL Voting Items: None**GACEL Voting Outcome:** N/A**Accomplishments to Date:**

- Subcommittee members identified, invited, and established.
- First meeting scheduled, agenda posted, and space acquired
- First meeting held, November 13, 2018 from 4:00-5:30

Other Notes: Future questions for the subcommittee to consider:

- Thinking about how success breeds success and leveraging a “build by borrowing” kind of environment statewide:
 - What successes can we find in the Delaware context?
 - How can we highlight those successes so that stakeholders become curious about them?

- How could we share and learn from each other to apply it in our own context?
- Is there a way to think about what is known about how change happens in schools to help guide our discussion? We can't just rely on intuition.

Notes from meeting: Nov. 13, 2018

Objective 1.1:

Close achievement gaps for EL's by ensuring the EL instruction is appropriately aligned with college and career ready standards and assessments

Brainstorming ideas:

EL Lead Team PD

Exit procedures outlined for EL, Long Term EL's and Long Term Special Ed EL's - include how we measure success and therefore exit protocol

PD for content area teachers to support EL's

Support culture of shared ownership with language development as well as content

(Re)define EL with exit path for mis-identified students, special needs or long term students

Strategy 1.1 A: Promote strong collaboration among all EL educators and content teachers regarding the integration of college and career ready standards and daily EL instruction

Looks different in elementary setting versus high school setting
Professional learning opportunities inclusive of Can Do Descriptors, EL knowledge for all staff
It may not be an achievement gap - it is a language barrier. How do we overcome that?

<p>Strategy 1.1 B: Develop a coalition of districts and charters to review evidenced-based resources, provide recommendations, and evaluate effectiveness of CCSS-aligned curriculum and assessments appropriate for English learners</p>	<p>Use existing state meetings, organizations, and structures to facilitate collaboration</p>
<p>Strategy 1.1 C: Align appropriate interventions for long-term EL students and coordinate services to address the needs of the whole child (e.g. EL and Special Education services)</p>	<p>Examine exit criteria for all EL's and be mindful of capturing the long term EL's with special education</p>

<p>Objective 1.2: Elevate the use of proven program designs (practices) focused on meeting students' language and content needs</p> <p>Brainstorming ideas:</p> <p>University or college programs to prepare educators to become bilingual teachers</p> <p>Awareness of ESL program type and instructional type from DOE</p> <p>Delaware STARS to push into early learning centers</p> <p>Delaware Kindergarten readiness team is currently English focused</p> <p>Capitalize on DELLTA to support best practices statewide</p> <p>Establish a Delaware TESOL group for a national voice with access to professional resources</p> <p>Latino Family Literacy Project: families meet at school to learn how to read bilingual books with their children</p> <p>Is there any opportunity to have resources by county and have countywide contacts?</p>	
<p>Strategy 1.2 A: Establish protocols to ensure fidelity of implementation for EL-program models statewide including organizational procedures in districts/charters</p>	<p>The revised Title III handbook and month by month checklist will assist with this tremendously</p>

	<p>Professional Learning for administrators to fully understand the program types</p> <p>Policy and Practice Institute</p>
<p>Strategy 1.2 B: Identify and provide language supports for Pre-K dual language learners (DLLs) to increase kindergarten readiness</p>	<p>This speaks to a greater need of high quality early child care / school programming.</p> <p>Connect with DIEEC</p>
<p>Strategy 1.2 C: Expand dual language immersion and bilingual learning from pre-K through twelfth grade to teach literacy in the students' native and second language where possible</p>	<p>We need to look at higher education institutes and how they are able to assist with the necessary training and preparation of certified EL and immersion staff</p> <p>Creating a model for all schools through DOE and the immersion program will also support this idea</p> <p>Agree with first comment - we need to establish pipeline of certified dual language instructors through educator preparation programs to support expansion.</p>
<p>Strategy 1.2 D: Establish protocols to meet the needs of English learner students in grades 4-12 who either have no school records or whose records demonstrate gaps in formal education (SIFE/SLIFE(Students with Interrupted/Limited Formal Education))</p>	<p>Maybe (1) an initial assessment protocol, (2) an outline of strengths and needs, and (3) a map to strategies/instruction (cf. 1.1.C)</p>

Strategy 1.2 E: Identify and provide supports for newcomer ELs to assist with transition to Delaware Schools	This could overlap with Strategy 1.3 B Absolutely. The support for newcomers should range K-12.
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Objective 1.3: Increase high school graduation rates of ELs and former ELs Brainstorming Ideas: Secondary newcomers need support with credits, international transcripts, goal setting Spanish teachers to assist with newcomers PD for counselors working with EL's through their annual conference EL nights at schools for 1.3E and 1.3F Students can get credit by taking test to demonstrate proficiency and can take spanish II, III, etc (any language) OELA toolkits: many people don't know about for newcomers and dropouts Certificate of multiliteracy Social / emotional supports via counselors, goal setting Drop out curriculum, high rigor World language graduation requirements Visit universities Leverage partnerships with EL's / international students at universities Content area: SIOP for content teachers	
Strategy 1.3 A: Increase the career preparation of ELs and former ELs by developing career pathways in secondary schools that incorporate EL support as needed	This already exists in many schools Do the current career pathways encourage multiliteracy or conflict with it?
Strategy 1.3 B: Develop a system of supports for newcomers ELs, entering Delaware for the first time as a high school student (grades 9-12)	<i>THIS IS A CRITICAL AREA . . .</i>

Strategy 1.3C: Develop district policies and practices for ELs to fulfill the world language graduation requirements by demonstrating proficiency in their native language	Multi-literacy certificate is already in place
Strategy 1.3 D: Develop a toolkit of drop-out prevention resources, specific to ELs, for school counselors	
Strategy 1.3 E: Develop partnerships between international students attending local institutions of higher education and secondary English learners to promote high school graduation and college attendance	<p>UD and Del-State would be great resources for this!</p> <p>I am not familiar with how many international students are in place at Wesley, Goldy Beacon and Del-Tech.</p> <p>Agreed. The ELI at UD would be one great resource I know of.</p>
Strategy 1.3 F: Connect ELs and former ELs with post-secondary work and college opportunities e.g. high school co-op experiences, Delaware SEED scholarship, DREAMers	<i>This already exists in many schools</i>

Recommendation:

Students who have been identified with a special need could be considered exempt for participation in the annual ACCESS testing / This would only apply to students who have been identified to participate in the Alternative test.